

6th INTERNATIONAL BALTIC SYMPOSIUM ON SCIENCE AND TECHNOLOGY EDUCATION (BalticSTE2025)

**„SCIENCE AND TECHNOLOGY EDUCATION:
EXPECTATIONS AND EXPERIENCES“**

Dear Colleagues,

On behalf of the organizing committee, we are delighted to welcome you to Šiauliai, Lithuania, for the VI International Baltic Symposium on Science and Technology Education, BalticSTE 2025. The Symposium will be held in **Šiauliai (Lithuania)** in **June 2025** during days **16-19**.

We cordially encourage you to attend and contribute to one of the major events of 2025 on the field of science and technology education. We are confident that you will appreciate the scientific program and the city of Šiauliai. We look forward to seeing you in **2025** in Lithuania.

Website: <https://www.balticste.com/>

E-mail: balticste@gmail.com

Kind regards,
Symposium committee



Šiauliai, Lithuania

INSTRUCTIONS FOR AUTHORS

The journal **GAMTAMOKSLINIS UGDYMAS / NATURAL SCIENCE EDUCATION** publishes scientific, methodical (investigations of educational experiences, case studies, action research and etc.) articles and other original materials relating to the results of investigations and new experiences in the field of science and technology education. All materials sent to the journal should not have been previously published or submitted for publication to other national or international journals.

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The language must be clear and accurate. The manuscript should be written in an impersonal style. The text of the scientific article shall contain no revision marks (track changes function).

The structure for the article: Title, names and surnames of the authors, the institution to which they belong, abstract (150–250 words with keywords /no more than five keywords/), introduction, methodology applied in the investigation, results, discussion, conclusions, acknowledgements, references (the list should be arranged in alphabetical order).

The articles written in Lithuanian must have abstracts in English (150-250 words, including title and keywords in English). When acronym is used first time in the text its full title is presented.

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Note: Manuscripts in which references are not in this format (APA 7th Ed. style) will be returned without review.

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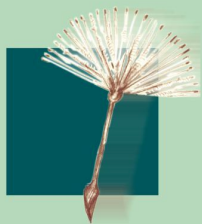
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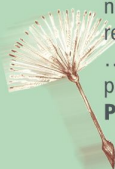


„Reikia pripažinti tai, kad gamtos mokslai pagal savo specifiką atlieka labai svarbų vaidmenį formuojant mokinių pasaulėžiūrą.

Gamtos mokslo dalykai, dėstomi mokykloje, tokie kaip biologija, fizika, chemija ir kt., betarpiškai ir ne vien teoriškai, o pagrindinai empiriškai nagrinėja patirtinį pasaulį - tikrovę: mokinius supančią gamtą, techniką, patį žmogų, kaip gamtos dalelę ir visi šie gamtos mokslų objektai, daiktai, aprašomieji ir grindžiamieji ryšiai, kuriuos tiria ir aiškina gamtos mokslai, visada gali būti patikrinti ir patvirtinti praktiškai. Tuo pačiu ir gautos bei daromos išvados savo patikimumu nekelia abejonių... Mokant gamtos dalykus visada kalbama apie realius, konkrečius daiktus, reiškinius, su kuriais mokiniai susiduria tikrovėje, netgi kasdienybėje...

... Silpna gamtos mokslų vieta formuojant mokinių pasaulėžiūrą yra ne jų vaizdume, empiriniame patyrimo (čia būtent jų jėga), bet šių mokslų susiskaldyme... ”

Prof. Juozas Vaitkevičius



“It could be acknowledged that natural sciences, according to their specifics, play a very important role in broadening pupils' world outlook. Science subjects, such as biology, physics, chemistry, etc. are taught at school. These subjects theoretically and empirically examine the world of experience - reality: nature that surrounds pupils, technical and human being who is a part of nature. All these objects, things, descriptive and motivated relations of science subjects are researched and explained by natural sciences and can always be checked and practically proved. Herewith received and made conclusions are correct and have not any doubts...

The science classes always discuss real, concrete things and phenomena which are a part of pupils' reality and even every day life...

...A weak position of natural sciences in the development of pupils' world outlook is the disunity of the sciences but not imagination or empiric experience (their strength is exactly here) ”.

Prof. Juozas Vaitkevičius



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